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| **PLANNING FOR READING** | |
| Text students will be using | *Separating Lemon Pepper* (ELLA 2006) |
| Purpose students will be reading for | To have a model for setting out experiment procedures |
| Text preview to orient students to the content | We are reading this text today to look at a model for writing procedures. When we write procedures in Science it is so others can repeat the experiment or follow the same procedure to understand the result obtained and why it was obtained. |
| Main ideas in the text | Soluble and insoluble substances; separation; filtration |
| Technical terms important to students’ understanding, and everyday ways of explaining them to students | *Seasoning* (flavours added to savoury foods); dissolves (melts into); *soluble* (able to dissolve); *insoluble* (not able to dissolve); *filtration* (processing of passing a mixture through a filter); *filtrate* (the liquid produced after filtration); *residue* (the solid remaining after filtration);*mass* (weight) |
| Features of layout to draw students’ attention to | Size of main title; colour of title and sub-titles to separate from main parts of text; sub-titles to distinguish sections of the text; dot points in the list of equipment needed; rectangles and diamonds used in the flow chart to distinguish products and processes; arrows not only showing the order of steps but taking the place of words (largely verbs); asterisk to indicate there is clarifying detail; numbers used to show the steps and their order for an additional aspect of the experiment; brackets used to provide meaning (is soluble) or detail (25g packet) |
| Topic sentences | Lots of people put seasoning on food.  Salt dissolves (is soluble) in water, but pepper is insoluble in water. |
| Other important features and their connection to the main text | The main part of the text can be considered to be the Aim, Equipment and Items Needed, and Method. Other important features are the opening paragraphs that are there to firstly introduce what lemon pepper is; then to contextualise the experiment. The extra for Experts adds another dimension or direction for the experiment and scientific investigation. |
| Explicit teaching will include: | Showing students how the title and sub-title organise the information and sections of the text; deconstructing the text layout; use of colour for title, sub-titles, flow chart and graphic. Telling students the technical terms that are used and giving their everyday meanings. Students will jointly construct a graphic overview of the text that describes a model for creating a text like this. |
| Differentiation | Students can work alone or with peers  Allowing variations in time given to complete task  Teacher working with small group needing additional assistance |